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ABSTRACT

A framework is presented to help teachers become aware of classroom modifications possible in the regular classroom and to determine whether to refer IndoChinese students to special education when their needs cannot be met through modifications. Services that can be provided both before and after the child becomes a participant in a regular classroom setting are discussed. Pre-enrollment services involve student assessment/evaluation and establishment of language classes in which students are transitionally placed to facilitate an eventual assignment to a regular classroom. Post-enrollment services include: teacher knowledge of the child's background, appropriate curriculum materials, an accepting classroom environment, support services (such as English-as-a-Second-Lanugage instruction and consultation with specialists and culturally knowledgeable resource people), modifying the classroom format, and additional offerings to supplement the regular classroom. Factors causing poor learning may include quality of service, the child's health, lack of educational experiences, failure to adjust to the educational environment, anti-learning behaviors, and emotional factors. Before referring to special education, the teacher should be informed about legal implications, placement criteria, and program and service availability. (SW)

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A FRAMEWORK FOR CLASSROOM TEACHERS TO APPROPRIATELY REFER SOUTHEAST ASIAN STUDENTS TO SPECIAL EDUCATION

Brian P. Leung Ph.D.

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A FRAMEWORK FOR CLASSROOM TEACHERS TO APPROPRIATELY REFER SOUTHEAST ASIAN STUDENTS TO SPECIAL EDUCATION

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FOREWORD

This paper was prepared in response to the growing need of educators wanting directions in meeting the educational needs of Indochinese students, particularly in terms of referral of these students to special education services.

The methodologies used by the author for the gathering of the material presented in this paper were:

1. Interviewing responsible personnel of districts with a substantial population of IndoChinese pupils in the Southern California area. (Enrollment statistics are based on the compilation from the Office of Bilingual/Bicultural Education, California State Department of Education.) The interviews were directed to answer the following two questions:

a) What type of educational provisions/modifications/services are available to IndoChinese students, in terms of assistance for the regular education classroom teacher?

b) What processes, if any, are followed by teachers and/or district personnel in the referral of IndoChinese student(s) to special education services?

(Certain services described in the text will have a reference number attached. These numbers correspond to the district that provides that service. These districts are listed in Appendix A.)

2. Visitations of classrooms of the above districts.

3. Some review of educational literature and research.

4. Utilizing professional experience and background of the author.

Much thanks is expressed to all the people that gave their valuable time to be interviewed by me, and provide the information on current educational services for IndoChinese students.

INTRODUCTION

The purpose of this paper is to outline a framework to be followed by regular classroom teachers when referring IndoChinese students to special education -- for evaluation as possible "Individuals with Exceptional Needs". The basis for special education placement and services is provided for those individuals whose needs cannot be met through modification of the regular classroom. The reason for an Indochinese child's inability to progress in the regular classroom is sometimes difficult to determine.

Since the recent influx of IndoChinese students started in 1975, many teachers have been frustrated not only by children making what appears to be slow progress, but also confused by the sometimes "different" actions and reactions to many of the "common and routine" activities at school. This is because the IndoChinese child represents a population of students very much different from what the average American teacher is used to. Dr. Jean E. Carlin notes,

> "Refugee children from Southeast Asia are very different from other children. The differences lie not only in their cultural backgrounds, their languages, and their reasons for being refugees... they are different also because in fleeing their war-torn country, they escaped the same war which divided the people in the country to which they have come. Most such refugee children left their homes with little or no planning or preparation. The departures took place amid fires, shooting, sirens, and mortar shells... many arrived in the United States possessing only the clothes on their backs; all else was lost." (Carlin, 1979, p.290)

Because of these reasons, a special kind of understanding is required in correctly identifying the appropriate educational setting for these children. On the one hand, IndoChinese children may be inappropriately referred to special education solely on the basis of their inability to progress, due to poor English and/or misunderstandings of cultural factors. On the other hand, these same reasons may be used inappropriately to exclude the IndoChinese child from receiving services from the special education program. Therefore, the framework presented by this paper will attempt to help the classroom teacher to examine, in a comprehensive manner, all the various factors that may be involved in order to facilitate the most appropriate special education referral of IndoChinese children.

PROVIDING THE BEST POSSIBLE TRANSITIONAL ENVIRONMENT

Before any discussion of special education services, the first step is to provide for the best possible transitional environment within the regular classroom setting. Services provided to insure the easiest transition may be classified in two ways:

A) Pre-enrollment services - provided before a child becomes a participant in a regular classroom setting.

B) Post-enrollment services - provided after a child becomes a participant in the regular classroom setting.

A. Pre-enrollment Service

Pre-enrollment services can basically take one of two forms. The first essentially involves assessment and evaluations to gather information about a child before determining an educational placement. The advantages of such services would appear clear. The information would highlight any or all special needs required, which would then help to facilitate meeting those special needs, educational or otherwise. This initial assessment may lead directly to special education services, without the child having to sit for weeks or months in a classroom. Such a child would be one who is assessed to have poor language skills in both English and his native language, which may lead to a special education placement. If the results of the evaluations do not warrant a referral for possible special education services, the information can be passed on to the receiving teacher to help plan for the

child. Of course, a one-time assessment will need to be confirmed. Nevertheless, work done prior to placement in a classroom can save tremendous amount of time and headaches for both the teacher and the child. Such are the services provided by the Assignment Center of a school district. The center provides assessments of:

1. language proficiency level - both oral and written in primary language and English.
2. health and medical screening - including immunization and further referral as needed.
3. orientation of the school system and explanation of programs for both the parents and the children.

The second form of pre-enrollment service involves the establishment of a Newcomer school or language classes, where transitional placements are provided to facilitate an eventual assignment to a regular classroom. The rationale is that when these children are initially set apart from the regular mainstream, they would be under less pressure to make the adjustment to the American educational system, since they are able to work with children similar to themselves, and with a teacher who speaks their language. While the success of this hinges on the evaluation process, personnel, teaching methodology, and the eventual mode of mainstreaming, this certainly can be a good situation in alleviating undue pressure on the IndoChinese child during the transitional period.

B. Post-enrollment Services

This group of services encompass any and all activities that a regular classroom teacher can engage in to provide the smoothest transition after the IndoChinese child has been received. Additionally, in the event that a given district does not offer those pre-enrollment services noted before, this section will then also include the assessment phase as detailed in the previous section, which will not be repeated here. These activities include:

1. Teacher Preparation

One of the essential keys to a successful classroom is readiness -- the readiness of the learner to participate in the learning -- and readiness requires preparation. Because the IndoChinese child is often so unlike his American teacher in so many ways, the preparation of the teacher is related to three areas:

a) Increasing Knowledge of the Background of the Child. This means attending inservice training and being aware of -

- the cultural orientation of IndoChinese families.
  i.e., family roles/dynamics, child rearing practices, customs, etc. (This will help the teacher to understand better the behaviors and actions of the child and his family in their response to him/her.)
- the educational background and experiences.
  i.e., former teacher/learning styles, school structure and format, etc. (This will help to give insights into how the child may react to different demands and expectations of the

American schools.)

These and other staff development topics will provide an increased understanding of the behavior of the child, and guide the teacher in responding to those behaviors.

b) Curriculum Materials. An availability of instructional material of the appropriate level, subject matter, and perhaps translation are important to make the classroom experience much more productive. Some districts provide a packet of material automatically to teachers who receive IndoChinese children. Some considerations in curriculum selection are:

- knowing the functional levels of the child (independent, instructional, and frustration levels), and providing material at those levels at varying times during the day.
- using material with some familiarity (i.e., objects, places, etc.) to the child to enhance association, which will make learning more meaningful thereby improving motivation and transfer of learning.
- selectively providing curriculum material in the correct translation will help in concept understanding without the time consuming task of the child using the dictionary. This material may also be useful in guided practices of independent work times.

c) Classroom Environment. The importance of the classroom environment on the rate of learning is well documented, at all levels. (Williams and Krager, 1980; Madoff and Genova, 1980; Lujan, 1981). In such an environment, the child senses an

accepting and secured setting to learn in. Two considerations are:

- an accepting attitude projected by the teacher and modeled by classmates will help the IndoChinese child feel less conspicuous and will enhance self-concept and self-confidence. (Here, the teacher may want to prepare a lesson(s) to help the class members understand the child, stressing similarities of children regardless of race. Friendships are formed based on commonalities, not differences.)
- a sense of security is extra important because the IndoChinese child may be coming from a very unstable environment and into a new situation. Helping him/her to learn routines and expectations is vital to establishing this security. It is only when the child feels secured, then will he/she be able to risk and make choices. (Adjustments may be helped by assigning another student as a guide for a while. Match sex whenever possible. For the secondary child, a more formal orientation meeting, complete with written information may be helpful.)

Readiness of the student will be dealt with later.

2. Utilize Support Services

the various state and federal funding have provided a certain amount of support services. Some of the more useful to the classroom teacher are:

a) Instructional Aides. An effective bilingual aide cam mean the difference between a smooth transition or a struggle for

everyone. The actual usage of aides is dependent upon the classroom format and the teacher, but coordinating efforts in anything from translating materials, to conducting review sessions, to teaching small groups can promote a more effective learning environment. A rather costly though quite effective, utilization of aides is demonstrated by several school districts that hire aides for 7 hours a day. The aides are used during school hours for regular support; and after school to supervise homework, clarify lessons, and to contact parents.

b) English as a Second Language (ESL). These lesson, within a bilingual classroom or a pull-out program, are obvious places for the IndoChinese child to pick up much needed English skills. the length of attendance will depend on the age and proficiency of the child, for example, 1/2 to 4 hours in one district. Most ESL classes for IndoChinese children appear to operate under a transitional approach, but traditional ESL methodologies may be supplemented by other techniques, i.e. Total Physical Response (TPR), or Sheltered English to make learning more pleasant.

c) School-level Guidance Team. School site level child study teams have been created to assist individual teachers with effective interventions for children. These teams are a valuable resource for teachers of IndoChinese children to elicit ideas from the psychologist, speech and language specialist, and special education teachers in working with atypical children. Obviously, the more familiar these support staff are with IndoChinese children, the more useful the consultation will be.

d) Resource People. Almost all districts have either personnel at the school site, at the district level, or have access to consultants who are familiar with the cultural characteristics of the children. The teacher should seek them out to use as resources for clarification of behaviors, or as translators, etc. These types of support people can sometimes be found in the community. for example, it is common for IndoChinese people to live in one area with a "spokesperson", someone who might have had a high post back home or have some specific knowledge to "guide" the group. Laotians call them gatekeepers. Getting in touch with these people can be an excellent mean of establishing rapport and gaining trust of the family. Churches and other community service agencies are also places to look for these resource people.

3. Modifying Classroom Format

To be able to accommodate an Indochinese child, who may be up to 5 - 6 years "behind" or have had a limited educational experiences, requires a tremendous amount of flexibility and creativity int he classroom. Some ideas currently being used are:

a) Teaming up with Another Classroom. Group children based on ability levels to minimize wide discrepancies of skills. This can be done in any number of subject areas, or just in language development.

b) Utilize Peer Tutors. This will provide for more individualized instruction and monitoring.

c) Trade Kids with Different Grades. If self-concept permits, allow the older IndoChinese child to work with younger children, or

to use the older child as tutor/reader to younger children.

d) Utilize Multi-sensory Approach and Material. Most IndoChinese children tend to be visual and manipulative learners, but audio-visual material can be used to enhance interest and allow for more individual learning.

Since more modification of instructional mode/format is limited only by the creativity, willingness, or sometimes resources available to the classroom teacher, no more examples will be given because the possibilities appear to be endless.

4. Utilize Other School Programs

The survey conducted by the author revealed some school programs in existence which seem quite effective in supplementing regular classroom instruction, with the intention of giving the IndoChinese child as much as possible. They are:

a) Multi-media Resource Centers. Many districts4,8,18+ have resource centers/rooms on school site, and children can go to them and receive extra language or concept development.

b)After-school Programs. As mentioned before, aides are hired after school to supervise homework and to clarify lessons. This can be excellent reinforcement of the lessons presented during the day.

c) Summer School Programs. One district9 offers a 4-week summer session to supplement language instruction. The target population are those identified at Limited English Proficient (LEP).

d) Year-round School. This format is provided not only to alleviate over-crowding9, but also to eliminate the long lay-off from formalized teaching17 (most IndoChinese children will have no opportunity other than school for learning). During the breaks, some of the classrooms are open to children and these are supervised by volunteers. The district17 doing this uses it on a voluntary basis, and it is well attended.

e) Vocational Training. For some of the secondary students, academic learning may not always be the highest priority, as money and jobs become important issues for survival. Providing a chance for those who are not academically inclined or just to develop other interests, which may lead to future jobs, can be very beneficial to the secondary IndoChinese student. For example, one district7 developed extensive vocational material for Vietnamese students in their native language.

This concludes the first section, which has been devoted mainly to steps and resources which may be utilized or sought by the regular classroom teacher in giving the IndoChinese child the best possible transitional environment. It is only after all efforts have been exhausted in terms of both preparation and services can we confidently look at the child as having a "problem."

CONSIDERATION OF OTHER POSSIBLE CAUSES FOR POOR LEARNING

As the most appropriate transitional environment os being

offered to the IndoChinese child, we are now in the position to wait and watch the progress made by the child. When the child is not learning in accord with our expectancy, then it is time to consider the possible influences of other factors in his poor learning.

A. The Quality of the Services

Although all of the services listed in the previous section have all proven effective in helping the child to learn, the quality of these services and programs will be ultimately determine if the child will succeed or fail. Therefore, it is important that the teacher check the quality of these opportunities. Some areas to question are:

1. Personnel - who is providing the primary service and instruction? i.e. an aide, cross-age tutor, volunteer, certified teacher, etc.

2. Frequency and duration - how often is the service/program provided? i.e. 1/2 hour a week or 3 hours every day.

3. Content - is the child being instructed in the content areas in their primary language or English?

These and other related questions give the teachers insights into the quality of the instruction. The next step may be to increase or change the service and program; or if the services are already at the maximum, then the poor progress takes on a different light.

B. Health and Background

Physiological factors have always had a significant impact on learning abilities. The most common sources of concern for

children being vision, hearing, and nutrition. For the IndoChinese child, this factor is even more vital in its investigation. This is because of the conditions that existed before, during, and after their arrival in the United States.

The conditions in Southeast Asia have not always been poor, where deaths from poor health and nutrition are not always uncommon. Added to this is the war that has been raging for many years. The result is a generation of people whose health is affected not only by a scarcity of food, but by the constant exposure to the many lethal (chemical or conventional) weapons. Furthermore, their sudden departures and difficult journeys were often under very precarious conditions where there was limited food and clothing. This predisposes the children and adults to further malnutrition, weight loss, or multiple illnesses, and of course, the children will be affected to a greater degree than the adults. Finally many of the refugee families arriving in the United States stayed in the camps for several years, where unsanitary conditions contributed further to possible health problems. The point os hopefully clear--the IndoChinese child has been subjected to greater than average chance of having health problems. When an IndoChinese child is having difficulty with learning, this is definitely an area to examine.

C. Lack of Educational Experiences

The educational experiences of IndoChinese children represent as wide a range as one can imagine, because these children may be from rural areas with no formalized schooling to the major cities

with private English schools, and anywhere in between. The expected progress of the former group would undoubtedly be different than he latter group. It is important that the teacher knows how much formalized education his/her children have had, so as to adjust the expectancy level. An obvious source of information would be the parents or siblings.

D. Educational Adjustments

The difference in language is only a small part of the adjustment that an IndoChinese child must make when first entering American schools. It is important for the American teachers of these children to remember that confusion can envelope him, as he is confronted by an entirely different educational format, from classroom management to curriculum to the broader school structure. Some of the areas of differences are:

1. Learning Environment

Within the classroom, IndoChinese children would be used to an emphasis on rote memory of information, with written or oral recitation used frequently to reinforce ideas. Exams are structured to test for "concrete" material (black and white). Lessons are very structured and are directed, with limited self-directed activities. Learning also relies heavily on books and other written material. Questions are not encouraged, as they would not be necessary if the student had been paying attention or had studied.

2. Teacher-student Relationship

Because of the high respect for the teachers will be quite

formal. Students will tend to see teachers as authority figures to be feared, not befriended.

A child coming from this type of learning environment into the American schools will need time to adjust. Teacher inservices in this area can help the teacher to better understand the sometimes "different" behavior exhibited by IndoChinese students in the classroom setting.

E. Anti-learning Behaviors

These are behaviors which, by their nature, limit learning: distractibility, impulsivity, hyperactivity and other acting-out disruptive behaviors (Kampwirth, 1981). Another anti-learning attitude is poor motivation. (These behaviors, which may be exhibited separate from emotional causes, will be dealt with later.) Although Asian children have the stereotype. The teacher needs to check the child's amount of attention to instructions, degree to which they respond the directions that they understand, the amount of attention that they seem to want from their classmates,and the overall ability that they have in controlling their bodily movements to the extent that they can follow through and complete assignments. The anti-learning attitude of poor motivation is also one that transcends racial lines, and this needs to be checked also. Poor learning, then may be a case of production disability rather than learning disability requiring special educational.

F. Emotional Difficulty

This is perhaps one of most influential, yet most difficult,

factor to deal with. It contributes not only to poor learning, but poor overall mental health affecting the lives of the IndoChinese student. This factor will be summarized by a categorization into two groups based on severity.

1. Less Severe Issues

These are emotional factors considered less severe only as it relates to the more severe ones. These relate to feelings of inadequacy, of being different, and of not being wanted. These are feelings not uncommon to ethnic minorities whose outward appearances (i.e. skin color, physique, etc) are distinguishable from the majority culture. Many sources contribute to highlight this difference (i.e. books, television, mass media, etc). The attitude and reactions of some American people towards the IndoChinese population can also contribute to this alienation. For example, cases of tension and violence have been reported between IndoChinese families and their neighbors on issues related to labor, government subsidies, property ownership, and others. The child living on the midst of this cannot help but feel a sense of personal rejection; and if children bring their parents' attitude to school, then this tension may be created between children at school. Feelings of inadequacy may also come from the inability of children, who are traditionally high-achievers, to achieve in school primarily because of poor English. One child expressed the frustration that everyone around him thought that he didn't know anything, just because he could not talk with them. Finally, another possible area of emotional conflict is the reconciliation

that an IndoChinese child must make between the expectations from his home - encourages obedience, dependency. This can be characterized as an assimilation process that has gone too fast or unchecked, leading to guilt feelings and confusion of the child as to his "correct" form of behavior.

2. More Severe Issues

The feelings involved here are considered more severe because they tend to have a greater impact on a child's overall functioning. In addition to a physical alienation, an emotional alienation can also occur due to war trauma - the loss of family and loved ones, and having to abandon one's home. This isolation can remove the "support base" for any individual, and unless it is replaces, it can have detrimental effects on one's mental health. The extent of this influence depends greatly on the age at which the student entered the United States and under what circumstances he/she left his country. Young children will probably have little or no memory of the past, but older refugee children will have vivid memories of their country and their past. For the adolescents, these often painful memories are compounded by the usual pressures that adolescents go through (e.g., identity crisis, peer acceptance, etc.). Therefore, the secondary IndoChinese student is much more susceptible to emotional stress. Not only scholastic achievement will suffer under these conditions, but more dangerous symptoms of severe depression a d suicidal tendencies may develop. One way that the teacher can gain so insight and prepare for this type of reaction os to find out, through interviewing

significant others about the background information on the child, including the conditions under which the family came to the United States (e.g., coming voluntary through United States channels or having to scramble out of the country with nothing).

In summary, both the "less" and "more" severe emotional issues require tremendous coping skills on the part of the child; obviously, some are able to cope better than others. The level of coping will have a direct bearing on their overall outlook on life, in which school is only a part. A student struggling with life will most likely struggle with school as well. In those cases,a referral to the appropriate mental health professional or agency, rather than special education, would yield the vest results.

G. other Miscellaneous Areas

A teacher with a poor learning IndoChinese child may wish to check into non-academic areas to get some further insights into a child's overall learning potential. His ability to get along on the playground, master rules of games, know his way around the school, understand routines, etc. gives an indication of the child's adaptive behavior. These behaviors require a certain amount of intelligence and may help to rue out poor mental capacity as the cause for poor learning.

Another idea is to use the comparison method. Using this in a systematic and professional manner can yield some very useful information about expectations of the child. This involves comparing the child in question with others with similar background and those having received similar services (matching as many

variables as possible). Poor progress after those comparisons increase the probability of finding a child needing special education services.

This concludes the section on reviewing other cause for poor progress in learning for the IndoChinese child. The purpose has been to alert teachers and other school personnel to these possibilities and the need to consider each one for their possible influences in cases of poor learning. Obviously, this requires considerably more time and effort, but while this is a part of our professional responsibility, it will also give added confidence and validity to the special education referral of an IndoChinese child.

ACQUIRE A BASIC UNDERSTANDING OF SPECIAL EDUCATION

It is not within the scope of this paper to explain special education, its history, rationale, implementation procedures, etc. The main point here is that before referring an IndoChinese child or any child to special education, a basic understanding of special education by the referring teacher will be helpful in minimizing an inappropriate referral as well as maximizing an appropriate one. Some areas needing understanding may be:

A. Legal Implication

By now, very few educators have not, in one way or another, come across the revolutionary piece of legislation entitled

Education for all Handicapped Children Act (P.L. 94-142). Yet, many educators do not fully understand it nor the services that it mandates. Under California state law, special education is to provide a free appropriate education for those children identified as individuals with exceptional needs. To be identified as an individual with exceptional needs, a child's educational needs cannot be primarily due to an unfamiliarity with the English language or environmental, cultural or economic factors. (EC 56026(e)) A basic understanding of the original piece of legislation and even some of the modifications and provisions since it was first introduced would give the teacher some useful background on the legal implications of special education.

B. Criteria for Placement

After getting a basic understanding of special education, the next step may be for the teacher to be aware of the procedure and criteria necessary to qualify for special education services. While it is certainly not necessary for the classroom teacher to know all the specific legal requirements for assessment, knowing the criteria can further help clarify what type of difficulties need to be exhibited before a child is identified as an individual with exceptional needs.

C. Program and Services Availability

As a member of the individualized education program (IEP) team, the classroom teacher will be involved in determining of the child is an individual with exceptional needs and then in developing the IEP to ensure an appropriate program is designed to

meet the child's exceptional needs. Therefore, it is important that the teacher be aware of the various placement and service options available through special education in his/her own district. The classroom teacher, who probably knows the child better than most district personnel, can provide valuable input at the IEP meeting(s) in planning an appropriate education for the child.

This concludes the brief section on special education. Its purpose, again, is to point out to the classroom teacher the benefit of having some basic knowledge and understanding of special education, its implications and limitations. Consultation with special education support personnel (e.g., psychologists, speech and language specialists, special education teachers, etc.) will prove to be the best route to take in being informed. It is the hope that an increased background in special education and its services will give teachers a more accurate picture of where/what/who they are referring the child. This realization may, in turn, help the teacher to determine the appropriateness of his/her own referral.

OTHER AUXILIARY SUPPORT AND IDEAS

After the classroom teacher has proceeded through the three steps, he/she is now mich better equipped to make the appropriate referral to special education. The following are auxiliary services and ideas that are currently used to supplement the entire

educational process for the IndoChinese student population.

A. Qualified Educators

One of the major complaints heard throughout this survey was the lack of qualified personnel. While some districts have all but given up, one school district is actively involved in developing those human resources by providing the actual teaching settings to work with IndoChinese children. These student-teachers are paid and receive college credit while they are working in the schools. Obviously, this is possible only if there is a fairly large IndoChinese population and there are funds available; but, this is a very positive commitment towards encouraging and adding to the number of qualified educators.

B. Para-professionals

As instructional aides are such an integral part of the programs for IndoChinese students, on-going inservice training programs for them, as well as for teachers, may prove cost effective. Training can upgrade the skills of these para-professionals, and thus improve the overall quality of the instruction.

C. Community Agency

Although funding has severely cut back the number of community agencies available in servicing the IndoChinese population, a good number of them are still in existence, mostly due to the hard work and efforts of those involved. These can be excellent resources for the classroom teacher, either to contact directly for information, or use as referral for the parents. A listing of

services throughout the state of California may be found in a publication from the Office of Bilingual/Bicultural Education, California State Department of Education, entitled A Handbook for Teaching Vietnamese-speaking Students. Checking with local agencies will also yield more names and places.

RECOMMENDATIONS

Based on my observations, I wish to conclude this paper with the following recommendations:

1. That districts adopt a consistent and district-wide policy in working with IndoChinese populations within the district. Meeting the needs of the IndoChinese student is difficult enough, but when people within a single district offer differing or sometimes duplication of services, i.e., having individual school policies, it becomes a waste of resources, not to mention confusion for everyone. It would appear to be the most cost effective to have a district-wide policy(ies) to standardize services.

2. That we, as American educators, adopt a more compromising attitude in our attempt to work with IndoChinese parents and students. When dealing with this population, it is most important that we recognize that these people are accustomed to a particular lifestyle and thinking, just like we are to ours. Attitudes and behaviors require time to change, for both sides. If we were to insist upon waiting until "their" attitudes change before "we" deliver our services, both sides will end up being frustrated -- "we" will end up sitting on material/services that we can't

deliver, and "they" will end up without the benefit of those services/materials. It would appear that working together, a compromise of meeting half way in between, or even if we go a step or two further (as professionals, can we be less ego-involved?), to guide them into a mutually comfortable path in the best interest of the child, a common goal of both home and school.

3. That special education departments and bilingual education departments work as closely as possible in providing programs and services. Each department has its strengths and limitations, and coordination efforts can make a big job so much more easier.

4. That American educators remember that within the "IndoChinese" population in America, there are four groups of people -Vietnamese, Hmong, Laotians, Cambodians - each coming from a different place with a different set of customs, languages, and expectations. It is important that they are not simply grouped together, and expected to behaved in the same way; rather, we need to recognize the individuality of each group, and of the individuals within the groups.

This paper has been a small step in the overall scheme in meeting the needs of IndoChinese students. It is only with continued interest and efforts that will we be able to provide the type of education that will turn out contributing citizens of the future, our future.

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